NORTH DAKOTA STATE UNIVERSITY SERVICE-LEARNING HANDBOOK

A resource for faculty in the development and implementation of service-learning courses at North Dakota State University

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SERVICE LEARNING

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HANDBOOK

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NDSU SERVICE-LEARNING HANDBOOK
AT A GLANCE

This handbook was created in order to assist faculty
in the planning and implementation of a service-learning course.
Though individuals are encouraged to read this handbook in its entirety,
this summary provides an overview of the content.

WHAT IS SERVICE-LEARNING?

Service-learning is a form of experiential learning that engages students in an organized service activity. Service-learning is not the same as community service or volunteerism. This difference is largely due to the reciprocal nature of the community partnerships and the equal emphasis on both the service being provided and the learning that is occurring. Service-learning is a credit-bearing educational experience where:

* Service is connected to the learning objectives of the course.

* Students engage in organized service activities that meet the needs identified by community partners.

* Faculty provide opportunities for planned and purposeful reflection in order to connect the service activity to course content.

* Students are able to utilize skills and knowledge in real-life scenarios and foster a sense of civic responsibility.

DESIGNING A COURSE

There are many elements to consider when designing a service-learning course. These elements include:

* Determining the service-learning course model

* Meeting with community partners to identify relevant needs

* Outlining service project details

* Briefing students on the service-learning project including setting guidelines and expectations

* Designing valuable opportunities for reflection that connect course content to the service experience(s)

* Grading final service-learning projects

* Seeking feedback from community partners to provide an evaluation of the partnership

Don't forget to log your service-learning hours!
www.ndsu.edu/mu
or
Search service-learning on the NDSU website under "S"

Additional Resources: There are a variety of resources available to NDSU faculty interested in service-learning. The Student Activities Office, located in the Memorial Union, can assist faculty in the development of a service-learning course including syllabus review, connecting with nonprofits, and reflection activities. Additionally, the Volunteer Network can connect students to service opportunities throughout the community. There are also a variety of online resources available to faculty including sample syllabi, service-learning articles, and national organizations. Finally, please look through the Appendix section of this handbook for evaluation, assessment, and other sample forms. For additional questions regarding service-learning, please contact the Assistant Director for Service-Learning and Civic Engagement at North Dakota State University:
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SERVICE-LEARNING HANDBOOK
OVERVIEW & PURPOSE

IMAGINE THIS SCENARIO

You hear many of your colleagues are sending their students out into the community to do volunteer work as part of the course. Some instructors have students volunteer two hours a week at a local food pantry. Others have students volunteer once a semester for two hours total at an agency of their choosing. Still others have students work on a project for a nonprofit agency but do no direct volunteer work. When doing a quick search on service-learning, hundreds of definitions and terms appear: experiential learning, community engagement, academic service-learning, co-curricular service-learning, community service, volunteerism, etc. What does this all mean? What is the difference between the terms? Can they be used interchangeably? Some terms even seem to completely contradict others. You are told there are a lot of benefits towards integrating "service-learning" and you want your students to have a rewarding experience, but with so many options, you don't know where to even start.

SOUND FAMILIAR?

Over the past twenty years, service-learning in higher education has grown rapidly. With the many examples of service-learning that exist, definitions, terms, and standards can become unclear, and therefore, some faculty choose to stay away from service-learning in order to avoid confusion and additional work. Unfortunately, avoiding service-learning means missing out on an opportunity to provide a rich learning experience where course content is not only actualized in a meaningful way, but also engages students in a pedagogy that teaches civic responsibility and benefits the community. In order to remedy the confusion and encourage faculty to integrate service-learning into their courses, this handbook was created. The purpose of this handbook is to help faculty, staff, and other parties at North Dakota State University (NDSU) (1) understand service-learning including the theoretical basis for the pedagogy, (2) realize the benefits of integrating service-learning into an academic course, (3) recognize what should be incorporated into a course in order to provide a quality service-learning experience, and (4) acquire the resources necessary to begin implementing service-learning in a new or existing course.

USING THIS HANDBOOK

While faculty are encouraged to read this handbook in its entirety to get a holistic view of service-learning, specific sections were chosen for the purpose of isolating questions that may arise. Additionally, the end of the handbook provides numerous resources available to individuals interested in integrating service-learning at NDSU as well as suggested forms and evaluation tools located in the Appendix. If additional questions arise, please contact service-learning and civic engagement staff at NDSU, located in the Student Activities Office of the Memorial Union.

THEORETICAL BASIS

Service-learning and other forms of concrete learning experiences are routed in the theoretical framework of experiential learning. Experiential learning is often described as learning through action, learning by doing, learning through experience, and learning through discovery and exploration (Northern Illinois University, 2012). As noted in Wurdinger and Carlon's (2010) book, Teaching for Experiential Learning, lecturing is the most common form of instruction used by college faculty because few have learned to teach in an alternate way. However, experiential learning is a powerful tool that can be used to enhance student learning and tie in both lecture and learning via concrete experiences.

Experiential learning is often connected to American educational theorist, David A. Kolb's (1984) "Experiential Learning Models". This framework is useful when connecting experience with course content and learning. The theory presents a cyclical model of learning, consisting of four stages. A learner may begin at any stage, but must follow the sequence throughout the experiential learning process. The stages include: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Figure 1) (Kolb, 1984).

Figure 1:
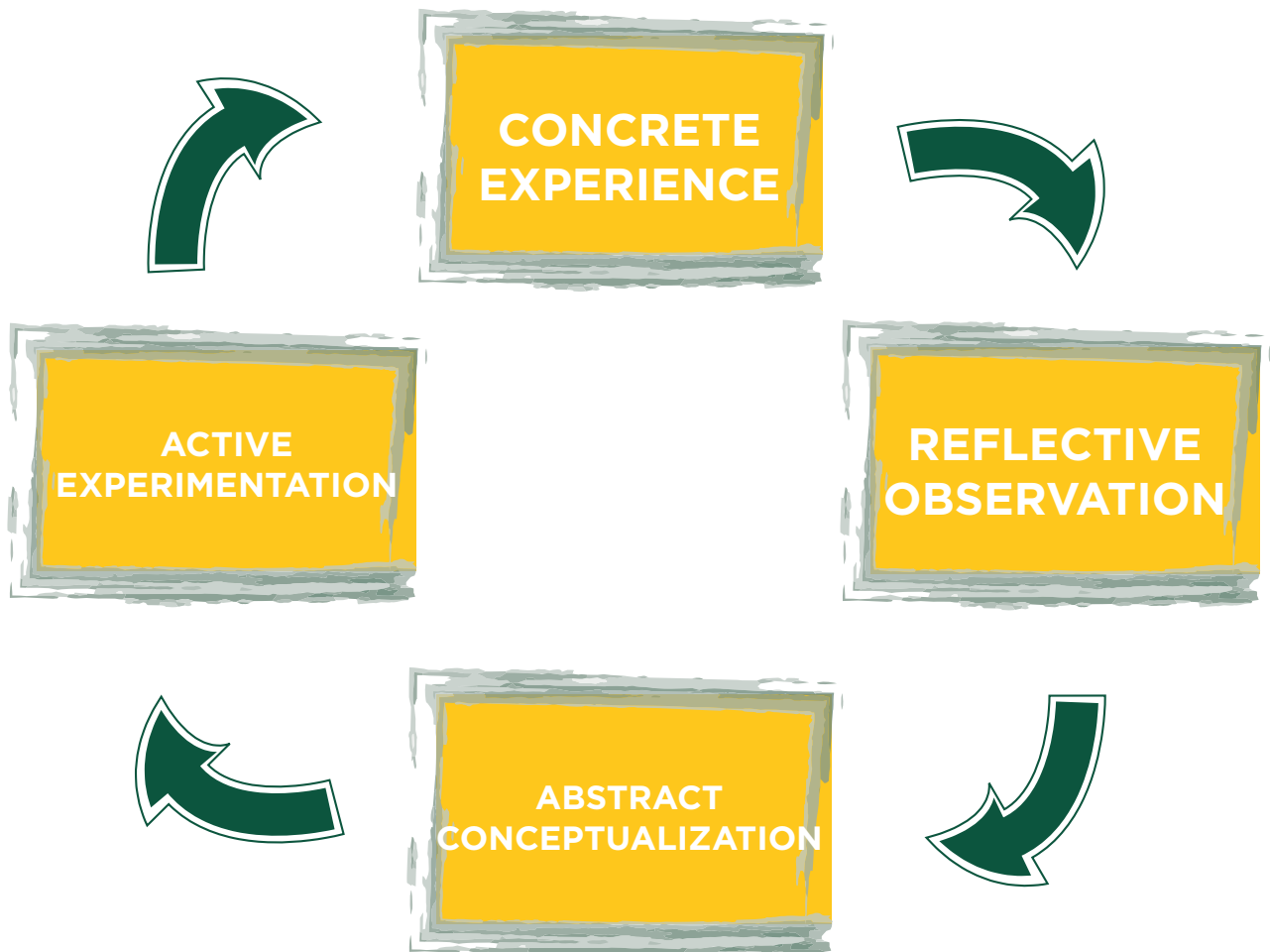
In the first stage of Kolb's (1984) model, **concrete experience**, the learner experiences an activity first-hand, such as an internship or lab session. Next, during **reflective observation**, the learner consciously reflects back on the experience. The third stage, **abstract conceptualization**, is where the learner begins to synthesize and apply course content and/or theory with what was observed. Finally, during **active experimentation**, the learner determines how to test a new idea, theory, or plan, which emerged through reflection and conceptualization, and apply it to new experiences (University of Colorado Denver, 2014). What separates experiential learning from other pedagogical methods is the use of reflection to conceptualize experiences and apply what is learned to new approaches.

There are many types of experiential learning opportunities including internships, undergraduate research, cultural immersion/study abroad experiences, cooperative education, practicums, field studies, laboratory, simulations, studio time, workshops, case studies, and service-learning, to name a few (Ryerson University, 2014). While there are many experiential learning opportunities, not all of these experiences are considered community engagement experiences.

WHAT IS
COMMUNITY ENGAGEMENT?

Community engagement is a form of experiential learning that connects the campus community to the larger surrounding community. In 2006, the Carnegie Foundation for the Advancement of Teaching began a new classification system: the Community Engagement Elective Classification. Institutions throughout the country apply for this classification by self-identifying their methods of community engagement across campus. The Carnegie Foundation defines community engagement as:

> "The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

In summary, community engagement at NDSU is viewed as those experiential learning opportunities that provide outreach and a connection between NDSU and the broader community to address an identified need and contribute to the public good. Many service-learning scholars agree (Duncan & Kopperud, 2008; Enos & Troppe, 1996; Furco, 1996), while a spectrum of community engagement exists, it is important to note not all forms of engagement are service-learning. What separates the concepts from one another is the intended purpose and focus (Furco, 1996). Examples of community engagement include volunteerism, community service, field education, internships, and service-learning.

TYPES OF
COMMUNITY ENGAGEMENT

VOLUNTEERISM OR COMMUNITY SERVICE

Though the terms "volunteering" or "community service" are often used interchangeably with the term service or service-learning, there are in fact major differences. The primary emphasis of volunteerism is on the service being provided to a recipient. While volunteers (or the provider) may feel some benefits, such as feeling pleased with themselves, this is not the intended purpose. Similarly, community service focuses on the benefits the service has on the recipients, but begins to engage the providers as well (though not the primary focus). These are typically longer-term projects, which gives an opportunity for the providers (e.g. the students) to learn about the cause (Duncan & Kopperud, 2008; Furco, 1996).

FIELD EXPERIENCE AND/OR INTERNSHIPS

The primary purpose of internships and field experience are to provide students with hands-on opportunities in their field of study in order to gain particular skills (Furco, 1996). Though some internships take place at nonprofits, and the focus of many field experiences are on a service to clients, the primary emphasis is on student learning (Furco, 1996).

SERVICE-LEARNING

By contrast, service-learning equally benefits both the provider and the recipient of service. The focus is on both the service being provided as well as the learning that is occurring (Furco, 1996; Sigmon, 1994). While service-learning may incorporate elements of volunteerism and community service, and may even occur during an internship or field experience, what separates service-learning from the other community engagement experiences is a mutual partnership benefitting all parties (Duncan & Kopperud, 2008). According to Furco (1996), the academic content must be designed in such a way that the service being provided enhances the learning and the learning enhances the service. The experience must benefit both the students providing the service as well as the recipients receiving the service. Often the term "partnership" is used to describe the relationship between the students, the institution and/or faculty, and the agency due the equal role each party plays in the service-learning experience and the benefits gained by all. The following section will provide a more in-depth look into service-learning.

WHAT IS
SERVICE-LEARNING?

While there are many definitions of service-learning, NDSU uses Bringle and Hatcher's (2009) definition of service-learning:

> "Service-learning is a course-based, credit-bearing, educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p. 38)"

Additionally, the National Community Service Act of 1990 views service-learning as a method:

1 Under which students develop through well-organized service experiences that meet needs identified by community partners.

2 That is closely integrated with course objectives and students' academic curriculum and allows time to reflect on the service activity and connect what was experienced to course content.

3 That provides opportunities for students to utilize skills and knowledge in real-life scenarios.

4 That extends student learning beyond the classroom and into the community. In order to develop a sense of civic responsibility. (p. 5)

What separates service-learning from other forms of community engagement, especially from volunteerism and community service, is the focus on an equal partnership between all parties involved in the service experience including students, faculty, the institution, the agency, and the clients. An integral part of a well-designed service-learning project is the importance of addressing needs defined by the community (Jacoby, et al., 1996) not by the faculty member or students. This should not be a self-identified need; meaning service-learning instructors should not assume a perceived need for their students to address. Rather, communication with the partner agency prior to the service experience should occur to not only meet the needs identified by the agency, but also ensure the service experience meets the learning outcomes of the course. Additionally, the project should provide an opportunity for students' to apply the course content in an applicable way (Eyler & Giles, 1999; Jacoby, et al., 1996; Sigmon, 1994). This emphasis between finding a service-learning experience to balance the learning goals of the course and the needs of the community partner in order to enhance and mutually benefit one another is exhibited in Table 1.

TABLE 1: DIFFERENTIATING SERVICE-LEARNING FROM OTHER TYPES OF COMMUNITY ENGAGEMENT	
SERVICE-learning	Learning goals are the primary purpose and service outcomes are secondary
service-LEARNING	Service outcomes are the primary purpose and learning goals are secondary
service-learning	Service and learning goals are completely isolated from one another
SERVICE-LEARNING	Service and learning goals bare equal weight and each enhances the other
*based off Sigmon's (1994) diagram of service learning	

As seen in Table 1, capital letters are used to emphasize the relationship between service and learning in service-learning. The ideal service-learning experience, or SERVICE-LEARNING, is for both the service being provided and the learning outcomes to be of equal importance. Additionally, "the hyphen in the phrase symbolizes the central role of reflection in the process of learning through community experience" (Eyler and Gyles, 1999, p. 5). Furthermore, the service experience should be planned in such a way that course content is enhanced and vise versa. This is achieved through purposeful and planned intentional reflection.

INTEGRATING REFLECTION

Reflection is key to connect the service experience to course content. This next section will discuss in more detail the necessity of reflection in order to bridge the gap between service experiences and course content, offer suggestions to move students through the phases of their service experience, provide techniques for thoughtful reflection based on the "what, so what, now what" model, and finally, provide a short list of reflection activities.

THE NECESSITY OF REFLECTION

According to Rockquemore and Shaffer (2000), students should move through three cognitive phases during a service-learning experience: shock, normalization, and engagement. Reflection plays a pivotal role in moving students through these phases in order to truly benefit from their service experience.

1. SHOCK

When students first begin serving with a community partner, they often experience a level of shock due to being exposed to populations and situations they may have never previously experienced or interacted with.

REFLECTION DURING THIS PHASE

Reflection during this phase should allow students to share their shock (either privately or in a public discussion) and begin recognizing how their perceptions of the social world may be skewed.

2. NORMALIZATION

When students become more comfortable with their community partner, they begin to take on more responsibility, form relationships, and "normalize" with their surrounding. During the normalization phase, students begin to recognize the inequalities that exist in society. However, it is incredibly important to move students out of this phase instead of having them simply accept that inequalities exist but do nothing to remedy this.

REFLECTION DURING THIS PHASE

Reflection during this phase should work to challenge students to examine and understand social problems the agency is addressing and begin to connect their service experiences to course learning outcomes. Students should be encouraged to share personal stories of their service experience in order to humanize the clients they are working with and begin to examine issues more deeply.

3. ENGAGEMENT

The final cognitive phase that Rockquemore and Schaffer (2000) identify is the engagement phase. During this time, students begin to become deeply engaged in the learning process and begin to ask more questions. It is common during this phase for students to no longer think of the people or situations they are studying to be hypothetical because they have developed relationships and witnessed situations first-hand.

REFLECTION DURING THIS PHASE

Reflection during the engagement phase should allow students to question their own preconceived notions, gather more information, and address their assumptions by applying what they have learned through service and course content.

REFLECTION TECHNIQUES

A structured reflection project or activity transforms volunteerism into service-learning. Although reflection is often a natural human reaction to any intensive experience, it is essential faculty leading a service-learning class provide time for purposeful and well-planned reflection activities that intentionally encourage the reflective process. There are many different types of activities to encourage reflection, however, all reflection activities should challenge students to address the following questions: What? So what? Now what?

WHAT?

Step one pertains to the substance of the group interaction and what occurred. This is a time for students to share and reflect on "what happened?" during their experience (Northern Illinois University, 2012). Asking students to explain their experience, or what happened, coincides with the reflective observation stage of Kolb's (1984) Experiential Learning Model. "What" questions ask students to detail facts and occurrences from their service experience. Examples include: "What did each of you do?" "Who did you meet?" "What did you enjoy or not enjoy about your experience?" "What did you learn about the agency?"

SO WHAT?

Examining facts in step one leads naturally to interpretation, addressed in "so what" questions. In step two, students compare and/or contrast himself/herself to those served by the agency and reflect on those differences and similarities. This step looks at the consequences of the day's actions and gives meaning to them. Like Kolb's (1984) second phase of abstract conceptualization, individuals generalize what they are learning and shift from the descriptive to the interpretive. Students connect their experience with real world examples and find trends or common truths in the experience (Northern Illinois University, 2012). Examples include: "What did your experience mean to you?" "How do you feel about what happened today?" "What surprised you about your experience?" "What did you learn from today?" "Why does this matter to you, the agency, and/or society as a whole?"

NOW WHAT?

Step three involves the process of taking lessons learned from the service experience and reapplying them to other situations and the larger picture. This is where active experimentation is applied from Kolb's (1984) model and integration of learning occurs. Course content and theory is synthesized more deeply with the service experience during this stage as students reflect on the meaning of their experience and asks what he/she can do to address the specific social issue. This is the time for goal setting and planning for the future occurs. Examples of questions include: "What will you do differently now that you've had this experience?" "How might this impact your future?" "How does this change your view on a certain subject/topic?" "How does this relate to what we are learning in class?"

REFLECTION ACTIVITIES

There are a variety of reflection activities that can be used to enhance the experience for students and complement course content. However, the goal for all reflection activities are for students to gain (1) a further understanding of course content, (2) a broader appreciation of the discipline, and (3) an enhanced sense of civic responsibility (Service-Learning at Towson University). There are four main channels that can be used to encourage reflection and including writing, speaking and listening, performing and creative arts, and the use of multimedia and technology as seen in Table 2 (Duncan & Kopperud, 2008).

Table 2: Channels of Reflection

WRITING	SPEAKING & LISTENING	PERFORMING & CREATIVE ARTS	MULTIMEDIA & TECHNOLOGY
•Individual, paired, or group journals •Essay or research paper •Publication (pamphlet, letter, etc.) for agency •Publication for community (newspaper article, etc.) •Short story/poetry •Oral history report based on interviews •Case studies •Project report	•Panel discussion •Small or large group discussion •Class presentations •Guest speaker and follow-up discussion or response •Public speaking or community presentation •Scenarios for discussion	•Role playing or simulation •Acting out a scene or situation •Conducting a mock trial •Teaching or presenting to another audience •Collage •Drawing •Interviewing classmates	•Trifold storyboard •Scrapbook •Presentation software •Video/photo essay •Documentary •Class blog •Webpage design •Chat rooms

* Adapted from Duncan & Kopperud's (2008) Variety of Reflection Strategies table

ASSESSING REFLECTION

Whichever method of reflection you choose to utilize, it is important to present to students how their reflectio will be assessed prior to beginning the service experience and reflective process. Keep in mind students will engage in reflection at different levels of understanding and different abilities based on their previous knowledge. According to Jones (2003), there are three levels for assessing reflection with the goal for students to reach for level three.

LEVEL ONE

In level one, the student gives examples of observed behaviors or characteristics of the clients or setting, but provide no insight into reasons behind the observation. The observations tend to become repetitions of what has been heard in class or from peers. The student tends to focus on just one aspect of the situation and uses unsupported personal beliefs. Though they may acknowledge differences of perspectives, he/she does not discriminate effectively among them.

LEVEL TWO

During level two, the student's observations are fairly thorough although they tend not to be placed in a broader context. During reflection, he/she may use both unsupported personal beliefs and hard evidence but is beginning to be able to differentiate between them. Additionally, the student is beginning to perceive legitimate differences of viewpoints and the ability to interpret evidence.

LEVEL THREE

Level three is characterized by the student being able to view things from multiple perspectives and is able to observe multiple aspects of a situation and place them in context. Additionally, he/she is able to perceive conflicting goals within and among the individuals involved in a situation. When judgments are passed, they are based on reasoning and evidence and recognize that there are many factors that affect choice. Finally, the student has an understanding of the importance of decisions facing clients and of his/her responsibility as a part of the clients' lives.

DESIGNING A
SERVICE-LEARNING COURSE

Just as faculty must consider thoughtful assignments, projects, and exams to measure student learning in a traditional lecture course, there are many things to consider when designing a service-learning course, or adjusting an existing course to integrate service-learning. The following section will discuss important elements to consider when utilizing a service-learning pedagogy for instruction.

Service-Learning Course Models

Before a service-learning course is created or an existing course is restructured to integrate service-learning, it is important to explore the various pedagogical models that could be used in the course (Heffernan, 2001). There are a variety of service-learning course models that can be used to align course content with active citizenship. Choosing a course model for service-learning should be based on the learning outcomes of the course, the level of the course (e.g. 100 level vs. 400 level), the time-commitment for the service-learning project, and the end-product (e.g. presentation, paper, project, etc.). According to Heffernan (2001), service-learning course models include discipline based service-learning, problem-based service-learning, service-learning internships/fieldwork, and undergraduate community-based action research.

Discipline-based

When individuals picture a service-learning course, a discipline-based service-learning model is often what comes to mind. Students serve the community, typically with a predetermined agency addressing a topic relevant to the course, and reflect on their experiences using course content as a basis for analysis and understanding. Discipline-based service-learning can incorporate direct or indirect service. For example, students enrolled in a Childhood Psychology course may serve two hours per week, throughout the semester, at a low-income daycare where they interact with children from underserved populations and relate their experiences to the course content. Alternately, students in a Health Communication course may partne with a community health agency to develop public relations materials for an Autism Awareness Walk. Both are examples of discipline-based service-learning though the first option is direct service and the second is indirect service.

Problem-based

In this model, students act as "consultants" working for a "client". During problem-based service-learning, students work with a community partner to understand a particular problem or need that exists. Throughout the semester, students apply content from the course, and previous knowledge, to address to problem or need and make recommendations to the community partner. For example, students in a capstone business course may partner with an agency that describes their problem of paying operating/overhead costs such as salaries, rent, and utility bills. Most donations are marked to be put towards supporting the overall mission of the agency and cannot be used for operating costs. The students gather information from the agency, and come up with a solution to develop a business plan for a thrift store that could raise money to support the operating costs of the agency. Typically, the final proposal is presented to both the instructor of the course and the community partner.

Service-learning internships/fieldwork

Similar to traditional internships, service-learning internships are more intense than a typical service-learning course with students working as many as 10-20 hours a week. Often these internships are done for nonprofit agencies and students are asked to produce a body of work that is of value to the agency and addresses a specific need. Unlike traditional internships, service-learning internships have regular and on-going opportunities for reflection. Similarly, service-learning fieldwork is similar to traditional fieldwork where students are immersed in an agency (typically a nonprofit) and are directly working/interacting with clients. However, equal importance is put on both what the student is learning during the experience, as well as critically examining the service he/she is providing and the issues that surround the need for service. For example, a student doing nursing field work at a public health agency would not only be asked to practice medical procedures, but also reflect on low-income healthcare.

Undergraduate community-based action research

In this model, students complete research based on a community-identified need and engage in the practical, problem solving nature of research. Throughout the research process, students work closely with faculty members to learn research methodology as well as community partners to understand the need. For example, in an Economic Development course, students may engage in research identified by the Economic Development Council, such as researching and documenting which individuals and populations are limited in their search for employment by the current configuration of bus routes. Throughout the research projects, students will meet with city planners, the department of transportation (state and city), and women affected, to identify ways which routes could be changed or new services developed to enhance the transition from welfare to work. Unlike problem-based service-learning, a plan to resolve the issues are not the focus of community-based action research. Instead, the focus is on providing community partners well-executed research to use in the future.

Determining the Service-Learning Structure

Once the course model is determined, planning and preparation are incredibly important in order to provide a meaningful service-learning experience that not only emphasizes course content but also meets identified community needs. There are a few logistical components worth considering when designing a service-learning course or integrating service-learning into an existing course (Duncan & Kopperud, 2008).

Required or optional

Is the service experience going to be a required part of the class or an optional experience? If the experience is required, what percentage of the grade is based on the experience? Often, a final project, product, or presentation is used to demonstrate the learning that has occurred from the service experience and throughout the course. Additionally, faculty may have students complete journal entries or assignments throughout the semester in order to reflect on what they have been learning.

Individual or group

Will the service take place individually or will students be assigned groups to serve alongside one another? Both options have pros and cons. When students serve in a group, they are able to share in the experience together and thus have richer reflection. However, this can also lead to scheduling complications. When students serve individually, they are able to have an individual learning experience and can find service experiences that fit into their own schedule. However, some students may be nervous to serve alone, especially if they will be interacting with a population they are unfamiliar with and there are no shared reflection experiences.

Short term or long term

Will the service experience be a one-time project or ongoing throughout the semester? Often the length of the project is determined by the learning objectives of the course. For example, if there is a particular section or chapter that could be complimented by a service-learning experience, a one-time, three hour, service project with a short reflection paper may be the best fit. Alternately, if the entire course coincides with a particular service-experience, the project may run the duration of the semester. Some instructors have students serve for a certain number of hours by the end of the semester (e.g. 15 hours by the end of the semester). While this can be a great way to incorporate service throughout the semester, it is important students understand the possible complications that could occur if they wait until the end of the semester to complete their hours. This not only puts strain on the student, but the partner agency as well, as the agency is trying to accommodate a rush of volunteers in a short amount of time. Additionally, to truly complement the course objectives, service should be occurring throughout the entirety of the course. If an hou limit is what fits with your course, a possible suggestion would be to set bench-marks throughout the semester in order to hold students accountable for their hours and to space out when the service occurs.

Direct or indirect service

Will students be working directly with clients of the agency or working indirectly to build the capacity of an organization? Direct service tends to be the most commonly associated form of service-learning. Direct service involves working with or for the clients of the community partner. Examples include playing BINGO at a retirement home, serving food at a soup kitchen, tutoring children at an afterschool program, or volunteering as a coach for the Special Olympics. This type of service has many benefits including interacting with diverse populations and developing communication skills. While the immediacy of this type of project may be appealing, additional, often over-looked, service-learning opportunities exist through indirect service. Examples of indirect service include developing a marketing plan for a nonprofit, planning a fundraising or awareness event, collecting and analyzing data that would be useful as the organization works towards their mission and goals, or grant writing. "While direct service may be appealing because one on one relationships potentially enrich the lives of both parties, indirect service helps transform the community at a systemic level" (Duncan & Kopperud, 2008, p. 29). Choosing a direct or indirect service experience may be largely based off of the course model but both could be incorporated to helps students gain additional meaning from their service experiences. For example, acting as a consultant (problem-based service-learning) would be an indirect service experience. However, instructors may have their students complete three hours of direct service at the partner agency, in addition to the consulting work, in order to understand more about their "client".

Finalizing Details with Community Partners

Once the type of service-learning project has been determined, it is time to connect more deeply with community partners and finalize the details of the service-learning experience. In 1993, the Campus Outreach Opportunity League (COOL) developed the Critical Elements of Thoughtful Community Service. These five elements have guided institutions throughout the years to incorporate well-developed service-learning projects and include: community voice, orientation and training, meaningful action, reflection, and evaluation.

Community voice

Listening and understanding the community voice is essential when building partnerships and developing successful service-learning courses. It is imperative the voice and needs of the community are included in the development of the project.

Orientation and training

Orientation and training are important first steps for any service-learning experience. Sufficient information should be provided to students about the community, the agency, the issue the agency addresses, and the populations they serve. Additionally, information regarding the logistics and expectations of the service experience, such as scheduling and confidentiality should be discussed.

Meaningful action

When a service-learning course is designed based on meaningful action, this means the service being done by students is necessary and valuable to the community. By finding projects that are meaningful, students are more engaged and feel like what they did made a difference in a measurable way. Without this, individuals will be less inclined to continue their service in the future or see the value added to the course being taught.

Reflection

Intentional reflection is what separates service-learning from other forms of community engagement and is crucial to connect course content to the service experience. Reflection should happen immediately after the experience, continuously throughout the course, and in many different ways. Reflection helps to discuss reactions, share stories, address feelings, make connections to course content, and examine, as well as dispel, stereotypes.

Evaluation

Finally, evaluation measures students' learning and the impact of the service on the community. Students should evaluate their learning experience and agencies should evaluate the effectiveness of the service partnership.

Briefing Students on the Service-Learning Project

Once the course model has been determined and the details of the service-learning project have been finalized, a discussion should occur with students, prior to the onset of the project, regarding behavior and attitude throughout the service experience. When implementing a service-learning course, there are certain elements that should be emphasized to students in order to have a positive and meaningful experience for all partners involved. These qualities are referred to as the four R's of service-learning (Campus Compact, 2000; MJCSL, 2001).

Reciprocity

As mentioned, service-learning is intended to benefit not only the person serving, but also the person being served. Partnership is of utmost importance to maintain a reciprocal relationship. While the individual serving is responsible for providing a meaningful and relevant service to those he/she is serving, members of the community being served should be the ones responsible for articulating what service is needed in the first place. "The needs of the community, as determined by its members, define what the service task will be" (Jacoby, et al., 1996, p. 7). Additionally, the person serving should be willing and ope to learn from the community being served and avoid a hierarchal relationship. By working together, and forming a reciprocal relationship, students learn the needs of the community and the community members being served learn how to take responsibility for their own needs and develop mechanisms to address them (Jacoby, et al., 1996).

Reflection

Reflection is key to connect the service experience with the content of the course. The purpose of reflection is to provide context and meaning as well as link the service experiences to learning objectives (Ash, Clayton, & Atkinson, 2005; Rockquemore & Shaffer, 2000). For example, reflection could be designed to encourage students serving at a homeless shelter to ask questions such as (Jacoby, et al., 1996): Why are people homeless? What national and state policies affect homelessness? Why do we create homeless shelters rather and identify and solve the root cause of homelessness?

Respect

For those serving, it is important they always be respectful of circumstances, outlooks, differing points of views, and ways of life of those being served. Students should avoid what is often referred to as the "white knight" syndrome where those serving are seen as the "helpers" assisting the "helpless" (MJCSL, 2000). Additionally, students should be respectful of the partnership with the agencies including scheduling their service experience.

Relevance

For service-learning to be effective, service needs to be a central component of a course and help students engage with, reinforce, extend, and/or questions its content. As Furco (1994) emphasizes, service and learning must play an equal role.

Grading Service Learning

There are a variety of options when deciding how students will be graded during their service-learning experience. Some instructors grade students based on completeness while others choose to use a more formalized method, such as a rubric, with specific guidelines. In general, the weight of the service-learning grade is dependent on the role the service experience plays in the overall course learning objectives. For example, faculty utilizing problem-based service-learning may choose a more formalized grading process since students create and present a final product to the partner agency. However, faculty facilitating a one-time direct service experience may only grade students based on completion and possibly a short reflection paper. At a minimum, a verification of student participation should be required to give students participation credit. Additionally, instructors are encouraged to seek feedback from community partners in order to verify student service hours and gain insight into student performance. While community partners should not directly grade student work, their feedback can be incorporated in determining student grades. A sample evaluation called "Community Partner Student Evaluation" can be found in the Appendix.

Final Steps

The final steps in a service-learning course are evaluating the service-learning partnership as a whole and logging your service-learning hours. Both the individual student and the service-learning partnership as a whole should be evaluated. Instructors are encouraged to send partner agencies evaluation forms at least two weeks prior to the end of the semester. Both the "Community Partner Student Evaluation" and the "NDSU Community Partner Service-Learning Evaluation" forms can be found in the Appendix. This information can be used to not only assess individual students, but also provide valuable feedback to be used in future semesters. After evaluations are collected and the service-learning partnership is complete, faculty should submit service-learning hours to the Student Activities Office by filling out an online survey located on the service-learning page of the Memorial Union website: www.ndsu.edu/mu. The hours will be logged and used to track NDSU's service-learning efforts and overall community impact. If you have any questions regarding submitting your service-learning hours, please contact the Assistant Director for Service-Learning and Civic Engagement.

With a well-designed service-learning course, emphasizing both the service being provided and the learning that is occurring, as well as intentional reflection, all individuals involved in the partnership have much to gain.

BENEFITS OF
SERVICE-LEARNING

Service-learning provides many benefits to those involved in the process. As mentioned, service-learning is thought of as a partnership involving faculty, the institution, community partners, and students. The next section will outline the benefits each party gains from a well-designed service-learning course.

Faculty/Instructors

Faculty can benefit personally and professionally from integrating service-learning into courses. Experiential learning pedagogies, such as service-learning, add new insights and dimensions to class discussions by integrating theory with real-world experiences and promoting active learning. This also helps engage students with different learning styles. Throughout the teaching and learning process, faculty who integrate service-learning in their course are able to not only help students learn about concepts and theory relevant to their program of study, but also foster a sense of civic leadership into the course. Additionally, due to the close nature of working with community partnerships, service-learning helps foster relationships between faculty and the surrounding community, which can open other opportunities for collaborative work in the future. This also provides faculty, and students, with firsthand knowledge of community issues and allows for opportunities to be more involved in the community. Through these connections, new avenues for research and publication can emerge.

The Institution

Service-learning provides many benefits for the institution, and specifically, to NDSU. By encouraging service-learning partnerships, NDSU is able to actualize the mission to the community and students. NDSU is a land-grant institution focused on developing research and partnerships to give back to the community in a positive way. Service-learning epitomizes the land-grant belief and encourages students to think civic mindedly post-graduation in order to utilize the knowledge they gained during their time at NDSU while engaging in active citizenship. Additionally, service-learning has been shown to lead to more engagement in students during their time at an institution and thus, lead to higher retention rates (Simonet, 2008).

Community Partners

When community agencies agree to partner with courses in service-learning efforts, they too can benefit from a well-executed partnership. Resources are almost always in short supply at service agencies including time and money. Through direct service-learning partnerships, agencies are assisted in completing tasks that help in operation including working with clients, cleaning, sorting donations, fundraising, organizing, and much more. This allows for employees to put their time into other efforts, which helps facilitate the mission of the organization. Additionally, according to the Independent Sector's 2013 report on the value of volunteer time by state, an hour of volunteer time in North Dakota saves an agency $23.92. Additionally, by connecting with students and faculty, community partners are able to tap into future supporters of the organization's mission. Finally, community partners can benefit from indirect service-learning partnerships by gaining valuable research, projects, and plans.

Students

Service-learning courses benefit students academically, professionally, and personally in many ways. Students who volunteer regularly have been shown to have higher self-esteem, greater feelings of overall happiness, and greater self-awareness (Moeller, 2012). In regards to academic performance, students who serve tend to have better grades than their peers (Voglgsesang & Astin, 2000) as well as more positive attitudes towards education (Amy, 2004; Astin & Sax, 1996; Moeller, 2012; Strage, 2001). While students learn theory and content in their courses, service-learning experiences help individuals gain more "soft-skills" that are often difficult to teach in a classroom setting (Duncan & Kopperud, 2008; Eyler & Giles, 1999; Eyler, Giles, Stenson, & Gray, 2003). This includes the ability to work in a team, critical thinking and problem-solving skills, improved communicative abilities, greater abstract thinking, and general personal and interpersonal development. Additionally, students are able to grow their understanding of diverse cultures and communities by interacting with populations they may not have had experience working with prior. This experience helps students recognize and adjust their own assumptions and stereotypes (Howard-Hamilton, 2000; Rockquemore & Shaffer, 2000). Serving in the community also provides students with opportunities to connect with professionals and community members and grow their networks in ways that could help with job or internship opportunities in the future. Finally, service-learning helps students gain a greater understanding of class content and theory by applying concepts to hands-on, real-world experiences while examining their own values and beliefs and developing their civic leadership skills (Furco, 2003; Simons & Cleary, 2006).

NDSU'S SERVICE-LEARNING
RESOURCES

There are a variety of resources available to you at NDSU when developing a service-learning course or adapting an existing course to include service-learning components. If you have any additional questions about any of these resources, please contact the Assistant Director for Service-Learning and Civic Engagement: Hailey Goplen | hailey.goplen@ndsu.edu

Student Activities Office

The Student Activities Office (SAO) located in the Memorial Union, has professional staff available to assist in developing academic service-learning components of a course. The SAO is dedicated to furthering quality curricular and co-curricular service experiences across NDSU to address community needs and develop civic-minded leaders. The Assistant Director of Service-Learning and Civic Engagement is available to meet with you to discuss course content, learning objectives, teaching style, and review your course syllabus in order to find strong service-learning partnerships throughout the community. Additional services available in the SAO regarding service-learning include, but are not limited to:

• Providing discipline-specific service-learning resources

• Identifying community organizations relevant to the academic goals of your course

• Serving as a liaison to community partners and coordinate service-learning activities

• Offering assistance and support for developing service-learning courses

• Recommending quality reflection activities and resources that align with course objectives

• Providing short presentations to classes about service-learning expectations and working with community partners

• Surveying community partners to ensure needs are being met

• Maintaining institutional records on service-learning activities

• Scheduling guest lecturers from non-profit agencies

• Tracking service-learning hours to report for institutional research and grant opportunities

Volunteer Network

The Volunteer Network (VN), located in the SAO in the Memorial Union, works to enhance community prosperity by connecting NDSU students with service opportunities to address the needs of our local, national and global communities. The VN is composed of six student-staff members called volunteer coordinators. The Assistant Director of Service-Learning and Civic Engagement supervises the VN staff. The VN works closely with agencies to identify community needs and match individuals and groups from NDSU to address those needs, while keeping in mind student interests and skills. The VN also coordinates campus-wide service and philanthropic events throughout the school year to address community needs and educate about social and civic issues.

When planning a service-learning course, the VN can be used to help students find service opportunities in the community that align with the objectives of the course, address a community need, and fit into students schedules. For example, instructors teaching an Intercultural Communication or Social Work course may assign students a certain number of service hours (e.g. 10 by the end of the semester) working with refugees in the community. Students should contact the VN and work with staff to find service opportunities meeting the requirements of the course.

Additionally, VN staff members can come and speak to your class about service in the local community as well as other service events and civic programming that may be scheduled. For example, the VN staff coordinates campus-wide service events including the MLK Day Service Plunge in January and The Big Event in April.

Students can ask to join the VN ListServ email to receive weekly updates of service projects available in the community. To contact the VN, email ndsu.volunteer.network@ndsu.edu or stop by the Student Activities Office between 9:00am-5:00pm Monday through Friday. For specific service requests, such as fulfilling a course service requirement, students are encouraged to complete the Volunteer Intake Form located on the VN website.

Service-Learning Advisory Board

The Service-Learning Advisory Board (SLAB) is composed of NDSU faculty, staff, and community members familiar with service-learning techniques. SLAB is dedicated towards expanding service-learning efforts across NDSU and forming strong partnerships with the community. The advisory board meets bi-monthly throughout the academic year to discuss service-learning updates, brainstorm new techniques, provide programming assistance, and offer feedback regarding current service-learning efforts. SLAB members are also available to mentor faculty interested in implementing service-learning in their course. For more information about SLAB, please contact the Assistant Director for Service-Learning and Civic Engagement.

Online Resources

There are a variety of online resources to assist faculty in developing a service-learning course including sample syllabi, national service-learning organizations, and scholarly articles. Additionally, the Student Activities Office has a variety of service-learning handbooks and textbooks, including service-learning project ideas relevant to specific areas of study. All of these resources can be loaned.

National Organizations

• Corporation for National and Community Service: The Resource Center allows you to search and access online training tools, event calendars, and effective practices. Additionally, the Resource Center serves as a learning exchange where individual programs can share their best practices with others.
https://www.nationalserviceresources.gov/

• Campus Compact: Campus Compact is a coalition of more than 1,100 college and universities committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life.
http://www.compact.org/resources-for-faculty/

• The National Service-Learning Exchange The National Service-Learning Exchange offers free one-to-one assistance to anyone interested in service-learning. Call or email the Exchange to be matched with a staff person or peer mentor to help meet your needs.
http://www.nylc.org/

• Michigan Journal of Community Service-Learning: The MJCSL is a peer-reviewed academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community.
http://www.umich.edu/~mjcsl/

Additional Resources

Online Articles:

• Facilitating reflection: A Manual for leaders and educators: This manual was designed for educators and leaders of service groups who have an interest and commitment to provide reflection opportunities for students and community partners.
http://www.uvm.edu/~dewey/reflection_manual

• At a Glance: What do we know about the effectives of service learning (pdf): This document is a summary of the findings of service-learning research in higher education over the past few years. It also includes an annotated bibliography and is designed to provide a quick overview of where we are in the field today and directions for the future.
http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf

• Service-Learning: Using structured reflection to enhance learning from service: This website provides guidance to educators interested in integrating reflection into their teaching in order to enhance learning. This site discusses FAQs, outcomes, reflection techniques and tips, and provides an annotated bibliography on reflection literature.
http://compact.org/disciplines/reflection/

Sample syllabi: Campus Compact has a large database of service-learning syllabi available in all disciplines.
http://www.compact.org/syllabi/

CONCLUSION

Service-learning is a unique pedagogical approach to teaching and learning that helps students not only apply course content through real-world scenarios, but also benefits the larger community and fosters civic and social responsibility. While there are many elements to consider when creating a service-learning course or adjusting an existing course to incorporate service-learning components, NDSU has a variety of resources available in order to make for a meaningful partnership between students, community partners, and faculty members. For any additional questions, please contact the Assistant Director for Service-Learning and Civic Engagement.

Assistant Director for Service-Learning and Civic Engagement
North Dakota State University
Hailey Goplen | hailey.goplen@ndsu.edu | 701-231-8566

Log your service hours!
www.ndsu.edu/mu and search service-learning
or
Search service-learning on the NDSU homepage under "S"

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APPENDIX

The following documents are sample forms that can be used as resources when setting up a service-learning course, establishing a partnership with a community agency, creating reflection activities, and evaluating the service-learning project at the end of the semester. These are only samples. Faculty utilizing the forms should adapt them to accurately represent the service-learning project established for their specific course. If you would like digital copies that can be edited, please contact the Assistant Director for Service-Learning and Civic Engagement at NDSU.

Overview of Forms

•**Service-learning timeline and checklist**. This document provides a timeline of items that should be completed prior to, during, and after the service-learning experience. Additional items can be added as you see fit. The items on this list help to ensure a successful partnership between students, faculty, and community partners.

•**Checklist for faculty pre-service visit**. Prior to sending students to serve at an agency, faculty should meet with community partners to discuss course objectives, current community needs, and go over logistics for the partnership to make sure all parties involved have a clear understanding of the service-learning experience. This checklist can be used by faculty to make sure necessary items are covered during the initial visit with community partners. It is highly recommended faculty members visit the partner agency in order to understand where students will be serving.

•**Community partner pre-service survey**. Community partners should complete this survey in order to gather information to be used to make sure the partnership is a good fit as well as to inform students on the logistics of the service experience.

•**Partnership expectations**. Service-learning should be thought of as an equal partnership between faculty, students, and community partners. This document outlines expectations that should be discussed between all parties involved in the service-learning experience to make sure everyone is aware of expectations.

•**Student checklist for on-site orientation**. Prior to the first service experience, students should set up an on-site orientation with the partner agency. During this time, students should be given a tour of the site and have time to ask questions about the volunteer experience. Students should take this checklist with them during their orientation to make sure important questions are answered. Instructors may incorporate this as an assignment for the class and ask students to complete a brief paper about their orientation to ensure it was completed. Additional questions should be added or removed to reflect the service-learning model being used (direct, indirect, problem-based, etc.).

•**Service-learning timesheet**. In order to track students' progress on their service-learning project, as well have an accurate depiction on the amount of hours completed per class, faculty are encouraged to have students complete a service-learning timesheet.

•**Reflection journal types**. Reflection is key in connecting service experiences to course content. Journaling is a great way to incorporate reflection. This document provides a wide variety of journal types to add creativity to the reflection process while still helping students examine their experiences at a deeper level.

•**NDSU community partner service-learning evaluation**. This document can be used after the completion of a service-learning partnership. The form should be given to community partners to evaluation the service-learning experience. This is an evaluation only of the partnership and not of individual students. By completing this form, community partners are able to provide valuable information to faculty in order to assess partnerships in the future.

•**Community partner student evaluation form**. This form can be used after the completion of a service-learning partnership to evaluate individual student performance. The form should be given to community partners towards the end of each semester to provide feedback. If students served at multiple agencies, each agency should complete the form. This feedback can be used to provide final grades for students regarding their service-learning participation.

SERVICE-LEARNING CHECKLIST AND TIMELINE

| Two months before semester begins | Beginning and during the semester | End of the semester |

Planning

__ Read service-learning handbook

__ Meet with service-learning/civic engagement staff to answer any questions

__ Determine course goals/objectives

__ Meet with community partner(s) to:
    __ Discuss agency needs & how they can be met
    __ Exchange contact information
    __ Determine partnership agreement
    __ Explain course objectives
    __ Determine any liability issues or waivers needed
    __ Plan project ideas

__ Create syllabus

__ Invite agency partner to class

__ Plan reflection activities

__ Prepare course materials

Implementation

__ Introduce service-learning project on first day of class

__ Introduce community partner (possibly invite to class)

__ Assign service-learning project

__ Conduct student orientation and training with community partner and discuss:
    __ Expectations
    __ Scheduling
    __ Communication
    __ Project details
    __ Value of partnership
    __ Accountability

__ Engage in ongoing reflection activities

__ Maintain communication with community partner(s)

__ Invite community partner to final presentations (if applicable)

__ Final presentations/projects

__ Conduct student and community partner evaluations

Wrap-Up

__ Log/report service-learning hours to SL staff

__ Collect final projects from students

__ Meet with community partner for debriefing

__ Provide feedback to SL staff

__ Discuss future partnership opportunities with community partner

__ Send community partner thank you letter/email

*Adapted from the University of Michigan-Flint Service-Learning Action Plan and Checklist

CHECKLIST FOR FACULTY PRE-SERVICE VISIT

Overview of Partner Agency and Course

__ Discuss the service-learning objectives of this placement
__ Talk about the mission of agency and share the learning objectives of the course
__ Discuss project ideas and agency needs
__ What will the students learn that will apply to their academic studies?
__ What are the expectations of the course regarding student service? (e.g. how many hours, how often, etc.).
__ Does this work for the community partner?

Student Placement and Pre-Service Overview

__ How many students will be partnered with the agency?
__ How will their schedules be determined?
__ What role should faculty play in student orientation before they begin service?
__ What role should the partner agency play in orientation? (e.g. class visit, on-site orientation, etc.)
__ Who will supervise the students? How can this person be contacted? Is there a back up supervisor? Who should the
     students call if they will be absent or late?
__ Do students need finger printing or background checks?
__ What training would the community partner like students to have prior to service? Who can provide this, when, and where?
__ Will the students meet their site supervisor prior to their first day of service?
__ Will students be asked to a sign a waiver or fill out any forms?
__ Who should the faculty member contact at the agency in case of emergencies? Who should the agency contact at
     NDSU in case of emergencies?

Logistics

__ What will students need to do to check in at the site?
__ How will students track their hours at the site?
__ What type of clothing should students wear?
__ Where should students park? Where is the closest bus stop?
__ What hours of the day and days of the week can students volunteer?

Tour of Site

__ The partner agency should give the faculty member a tour of any sites where the students will be volunteering.
__ The partner agency should introduce the faculty member to any staff the volunteers will e working with.
__ How can students schedule a tour of the site? Could it be done during class-time?

Evaluation

__ What evaluations will be requested? By whom, to be filled out by whom?
__ At what times throughout the service will evaluations be requested?
__ How will the information from the evaluations be used in the future

COMMUNITY PARTNER PRE-SERVICE SURVEY

Agency Name: _____ Date: _____

Agency Website: _____

Agency Contact: _____ Title: _____

Phone: _____ Email: _____

Address: _____

Mission of Agency:

_____

_____

_____

What type of volunteer opportunities are available at your organization?

__ One-time (2-3 hour)

__ Long-term (minimum 2-3 hours per week)

__ Other, please explain:

Please check the populations your agency serves:

__ Youth   __ Low-income

__ Senior citizens   __ Refugees

__ Animals   __ Veterans

__ Women/girls   __ Homeless

__ Men/boys   __ People with disabilities

__ Families   __ English as a second language

__ LGBTQ

__ Other, please explain:

Please describe the current needs of your agency, this could include volunteer needs or project ideas
(e.g. research, event planning, media, etc.):

_____

_____

_____

_____

_____

PROJECT CRITERIA: Please rate your agencies ability to provide a project that meets the following criteria.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Someone is available to provide consistent supervision and guidance to students at least 1 hour per week.	4	3	2	1
The agency has a project(s) that can be completed within the time frame of one semester.	4	3	2	1
The agency has a project relevant to the discipline and class.	4	3	2	1
The agency has a project appropriate to the knowledge, skill, professionalism, and maturity of college students.	4	3	2	1
The agency has a project that enables students to develop their professional skills and knowledge while providing service to the agency.	4	3	2	1
The agency has a project that would allow students at least 15 hours of experience during the semester.	4	3	2	1

Given these requirements, do you have a project that is suitable for North Dakota State University Students?
_____ YES
_____ NO, please explain: _____

If yes, please describe the project briefly in the space below.
Please include ways the project incorporates the goals listed above.

_____

_____

_____

V

PROJECT HOURS:

Given the agency's operating hours and the nature of the project that you have described, please circle the days and hours that would best meet your needs.

SUNDAY	Morning	Afternoon	Evening
MONDAY	Morning	Afternoon	Evening
TUESDAY	Morning	Afternoon	Evening
WEDNESDAY	Morning	Afternoon	Evening
THURSDAY	Morning	Afternoon	Evening
FRIDAY	Morning	Afternoon	Evening
SATURDAY	Morning	Afternoon	Evening

PROJECT LOGISTICS:

Address where students would provide service:
_____
_____

Is this location accessible by public transportation:
_____ Yes, please provide details: _____
_____ NO

Are there any safety issues we should be aware of?
_____ Yes, please describe: _____
_____ NO

Are students allowed to attend Board Meetings and/or Staff Meetings?
_____ YES   _____ NO

Are there any special requirements for students?
(i.e. must be 18 or older, have valid drivers license, pass a background check, etc.)
_____ Yes, please describe: _____
_____ NO

QUESTIONS: Please use the space below to list any questions or concerns you have

_____

_____

PARTNERSHIP EXPECTATIONS

FACULTY EXPECTATIONS

- Identify community partners early to ensure service project will be mutually beneficial to the partner agency and to the students' learning.
- Inform community partner of the goals and objectives of the course.
- Approximate the number of students involved.
- Describe the service-learning activity and its relation to the course objectives on the first day of class and provide clear overview of expectations.
- Inform students of the partner agencies' needs.
- Explain evaluation methods to students before service beings.
- Familiarize self with the service site and monitor students' progress through reflection.
- Act as a liaison between the students and community partner.
- Be available to partner agency regarding service projects.
- Provide forums for students to reflect on what they are learning and how that learning connects to the course objectives.
- Distribute project evaluations to community partners prior to the end of the semester.
- Assess students' learning to see if outcomes are achieved.
- Incorporate service-learning evaluations into any re-design of the course.

STUDENT

- Have respect throughout the entirety of the service experience, both on and off the site.
- Be open to learn about the community and agency.
- Be prompt, respectful, and positive at the service site and while interacting with clients.
- Arrange hours with community partner during the first two weeks of class (or as directed by professor).
- Notify site contact in advance if needing to be absent or late.
- Fulfill all agreed upon duties and responsibilities at the service site.
- Reflect on the service-learning experience and how it pertains to the course objectives.
- Speak with site contact if uncomfortable or uncertain of a situation.
- Respect confidentiality of people being served.
- Participate in the evaluation process.

COMMUNITY PARTNER

- Provide adequate training for assigned tasks.
- Provide feedback to faculty about students' performance.
- Provide an orientation to students regarding organization's mission, goals, history, and volunteer expectations.
- Provide work that is significant and/or challenging to students.
- Provide training, supervision, feedback, and resources for students to succeed.
- Reply to students in a timely matter.
- Ensure a safe work environment and reasonable hours for students to volunteer.
- Complete an evaluation form at the end of the service period.
- Sign student time-log (provided by students).

STUDENT CHECKLIST FOR ON-SITE ORIENTATION

Below are questions you should ask during your on-site orientation in order to become familiar with your partner agency. Please make sure you ask all of these questions to get the most out of your service experience.

Agency Overview
__ What is the mission of the organization?
__ What population(s) do they primarily serve?
__ How long has the organization been operating in the Fargo-Moorhead area? Nationally?
__ What is the history of the organization?
__ What challenges has the agency faced?
__ How is the organization funded?

Staff Information
__ Who are some of the staff and what are their positions?
__ Are there any regular volunteers?
__ Who will be supervising me? Signing my time-sheets?
__ Who should I contact if I will be absent or late? (be sure to get contact information)
__ What is the best way to communicate with staff? (email, phone, in-person, etc.)
__ Who should I talk to if I have finished a certain task or I am looking for something to do?

Site Tour
__ Where do I sign-in (if applicable)?
__ Where are the restrooms?
__ Are there any spaces that are "off-limits"?
__ Where will I be serving?

Logistics and Additional Questions
__ How far in advance should I schedule my volunteer time?
   (Should I schedule out the entire semester? Can I call the day before? Should I just show up?)
__ What are your agency's hours of operation? When can I volunteer?
__ Is there a specific dress code?
__ Are there certain office rules or policies I should be aware of?
__ Do I need any additional training?
__ Do I need to sign any waivers or confidentiality agreements?
__ What is your photography policy?
__ What do I do if I am asked a question I don't know the answer to?
__ Can I volunteer with a friend?
__ What do I do if I am uncomfortable in a certain situation?
__ Is it appropriate to interact with clients?
__ Are there any special events you need help with?

SERVICE-LEARNING TIME SHEET

Name _____ Student ID _____

Course Name _____ Instructor _____

Date	Hours	Service Performed	Agency Name	Agency Contact (Printed)	Agency Contact Signature

TOTAL HOURS: _____

_____
Student Signature   Date

REFLECTION JOURNAL TYPES

Key Phrase Journal- Students are asked to integrate an identified list of terms and key phrases into their journal entries as they describe and discuss their service activities. Students may be asked to underline or highlight the key phrases in order to identify their use.

Double-Entry Journal- Students are asked to use a spiral notebook. On the left side of the journal students describe their service experiences, personal thoughts, and reactions to their service activities. On the right side of the journal, they discuss how the first set of entries relates to key concepts, class presentations, and readings. Students may be asked to draw arrows indicating the relationships between personal experiences and the formal course content.

Critical Incident Journal- Students focus on a specific event that occurred at the service site. Students are then asked to respond to prompts designed to explore their thoughts, reactions, future action and information from the course that might be relevant to the incidents. For example, "Describe an incident or situation that created a dilemma for you because you did not know how to act or what to say. Why was it such a confusing event? How did you or others around the even, feel about it? What did you do, or what was the first thing that you considered doing? List three actions that you might have taken, and evaluate each one. How does the course material relate to this issue, help you analyze the choices, and suggest a course of action that might be advisable?"

Three-Part Journal- Students are asked to respond to three separate issues in each of their journal entries: (1) Describe what happened in the service experience, including what you accomplished, some of the events that puzzled or confused you, interaction you had, decisions you made, and the plans you developed. (2) Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior. (3) Apply the course materials and service experience to you and your personal life, including your goals, values, attitudes, beliefs and philosophy.

Team Journal- Students take turns recording shared and individual experiences, reactions and observations, and respond to each other's entries. This promotes interaction between team members on project related issues and to introduce students to different perspectives on the project.

Electronic Journal- Web-based modes of communication, such as class home pages, chat rooms, on-line survey forms, e-mail, or structured discussions to submit reflective journal entries. Having students set up personal blogs for reflection journals may be what they need to effectively reflect on their service experience.

Dialogue Journal- Two individuals (two students, student and teacher, etc.) comment and respond to each other about an experience or specific questions about an experience at a service site. This allows students who learn by communicating with others to reflect in a way that matches their learning style.

Writer's Journal- Students create traditional journal entries reflecting on experience from the service site. The journal is then translated from entries into a poem, piece of fiction or nonfiction or anything else creative.

Cluster Journal- Have people shout out words or phrases that describe the day. Ask each person to take two minutes to write five or six words in random spaces on their journaling page. Give a short talk about the interconnectedness of everything, the web of life, Quantum Physics, etc. and ask them to do a free write focusing on those five or six items and how they are related.

Dialogue Journal- This is a good journal type for developing observation and communication skills. Ask participants before the service experience to pay special attention to conversations they hear throughout the day including light conversations between staff and volunteers, volunteers and sponsors or stakeholders, etc. Ask them to pay special attention to mannerisms, and the tone of the conversation. Later, have the participants pick a dialogue and duplicate as closely as possible how it went in their journal. This is a journal type that gets better with time, as their observation and retention skills improve and is especially useful for communication or writing courses.

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Different Perspectives- This journal type is excellent for developing empathy skills. Ask participants to recall a specific occurrence from service experience that involved some degree of conflict. Ask them to assume the viewpoint opposite that which they actually held during this conflict (or the viewpoint they were the least empathetic with) and write a description of the conflict from this perspective. This can include what happened, their role in it, what they want, what they envision as the ideal solution. Good debrief questions are, "How did it feel to do this writing, how were you able to get in their shoes or how was it difficult, what is one thing you realized through this writing."

The Fly on the Wall- Ask students to take a couple moments to reflect on the service experience (where they've been, what they've done, whom they've worked with, tools they've used). Then ask them to pretend they were a "fly on the wall" observing but not participating in the scene, and white a short descriptive passage based on their observations. The journal can also be from framework of any animal or plant or person that was near the service project site.

NDSU Community Partner Service-Learning Evaluation

Organization Name: _____ Date: _____

Agency Contact: _____

Please respond as honestly as possible, relying on your current beliefs or attitudes, regarding the service-learning partnership. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The NDSU students (service-learners) were an asset to our organization.				
Our organization provided challenging, meaningful, and educational tasks for service learners to accomplish.				
The service-learners were reliable in performing their assigned duties.				
The service-learners were sensitive to the diversity of our clients/students.				
The service-learners understood our organization's mission as part of the greater community.				
The service-learners had a positive impact on our organization's efforts to meet community needs.				
The service-learners' work benefited our organization's clients and/or mission.				
Scheduling students for service-learning opportunities was smooth and easy.				
There has been sufficient communication between NDSU faculty/staff and our organization.				
The service-learning partnership was a successful one.				
We want to continue this partnership in the future.				
The service-learning experience was a true partnership and not a one-sided experience.				

*Adapted from the Community Partner Service Learning Survey from Learn and Serve Higher Education (2004)

NDSU Community Partner Student Evaluation Form

Organization Name: _____   Contact Name: _____

Student Name: _____   Date of Evaluation: _____

Please respond as honestly as possible, regarding your overall satisfaction with the student volunteer at your site. Indicate your level of agreement with each statement by circling the appropriate choice. Thank you for your feedback.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The student had a positive impact on our organization's efforts to meet community needs.				
The student was sensitive to the diversity of our clients.				
The student understood and supported the organization's mission.				
The student was reliable as evidenced by follow-through on scheduled hours, punctuality, etc.				
The student gave sufficient notice of scheduling conflicts.				
The student had a positive attitude (was hardworking, eager to learn, cooperative, etc.).				
The student put forth effort to learn about the agency and the community.				

The overall quality of the student's contributions were (check one):

__ Excellent   __ Good   __ Fair   __ Poor

Comments:

_____

_____

_____

_____

What was accomplished by the student that could not have been done otherwise?

_____

_____

_____

_____

How has your site improved by having the student at your site?

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_____

What suggestions for improvement do you have for the student?

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_____

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_____

Additional comments:

_____

_____

_____

_____

_____

_____

Agency Contact Signature:

_____